

# Undergraduate Catalog of Courses

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## Education

Saint Mary's College of California

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## EDUCATION

The School of Education offers undergraduate courses in education as preliminary preparation for a career in teaching and as part of a liberal education for the citizen and prospective parent. Visits to local schools provide opportunities for students to examine education as a possible career. Each January Term a supervised field experience in early childhood, elementary and secondary schools is available to undergraduates to help them clarify their career choices. Upper-division students (juniors and seniors) may be admitted to certain graduate-level courses with the approval of the appropriate program director. Ordinarily, a maximum of four education courses is permitted toward the undergraduate degree. Such courses may be applied toward teacher certification requirements, and may be counted toward a master's degree if not needed to fulfill undergraduate degree requirements. Students who plan to teach should consult with a School of Education advisor early in their undergraduate years to ensure that they understand the state of California requirements (academic and professional) for the various teaching credentials. (This applies both to elementary and secondary teaching and to special education.) Early advising may prevent costly mistakes in programming.

The prospective elementary teacher ordinarily majors in Liberal and Civic Studies or the Integral Program. The prospective secondary teacher generally majors in a field that he or she plans to teach in secondary schools. Saint Mary's College currently offers approved teaching majors (subject matter preparation programs) in art, biology, English, French, government, history, mathematics, physical education and Spanish. Students planning to earn a teaching credential should take a course in Health (Kinesiology 12), the United States Constitution (History 17), and cardiopulmonary resuscitation.

### FACULTY

**Nancy Sorenson, Ph.D.**, Professor, Dean of the School of Education  
**Ernest Baumgarten, Ph.D.**, Associate Professor  
**Marguerite Dawson Boyd, Ph.D.**, Professor  
**Gerald J. Brunetti, Ph.D.**, Professor  
**Keith Campbell, Ph.D.**, Associate Professor  
**Patricia Chambers, M.A.**, Associate Professor, Coordinator, Early Childhood Education and Montessori Education Programs  
**Victoria B. Courtney, Ed.D.**, Professor  
**Carolyn Daoust, Ph.D.**, Associate Professor  
**Nancy Dulberg, Ed.D.**, Assistant Professor  
**Laurie Edwards, Ph.D.**, Professor  
**Colette Fleuridas, Ph.D.**, Professor  
**Sharon Gegg, M.A.**, Lecturer  
**John Gertz, Ph.D.**, Adjunct  
**Barbara Grant, Ph.D.**, Associate Professor, Academic Chair, Multiple Subject  
**Laura Heid, Ph.D.**, Professor, Director, Graduate Counseling  
**E. Gail Kirby, Ed.D.**, Adjunct, Administrator Coordinator for Single Subject, Program Director for Educational Specialist Program and Tesol Program  
**Kaetlyn Lad, Ph.D.**, Associate Professor  
**Elaina Rose Lovejoy, Ph.D.**, Professor  
**Susan Marston, Ed.D.**, Associate Professor  
**Mary Kay Moskal, Ed.D.**, Assistant Professor  
**Gemma L. Nierman, Ph.D.**, Adjunct  
**Mary Parish, Ed.D.**, Adjunct, Associate Dean  
**Katherine D. Perez, Ed.D.**, Professor  
**Joan Peterson, Ed.D.**, Professor, Academic Chair, Single Subject  
**Donald Phelps, M.Ed.**, Lecturer  
**Heidimarie Rambo, Ph.D.**, Adjunct  
**Joan Skolnick, Ed.D.**, Professor  
**Suzy Thomas, Ph.D.**, Adjunct  
**William Tschida, M.Ed.**, Adjunct, Program Director for Educational Leadership Program

### TEACHERS FOR TOMORROW

Incoming freshman students, as well as qualifying sophomores and juniors, who are committed to becoming elementary teachers may apply for the Teachers for Tomorrow (TFT) program. This program enables students to integrate education coursework and field experiences in elementary schools with their undergraduate course of study. They earn their bachelor's degree at the end of four years and their multiple subject credential at the end of their fifth year. Students may also pursue a Master of Arts in Teaching (MAT) degree in their fifth year by fulfilling additional coursework and research components. For further information, please see Liberal and Civic Studies Program, p. 124.

### MONTESSORI PROGRAM

Undergraduates who are interested in teaching may participate in the Montessori Teaching Certificate Program. The College has a Montessori laboratory that is fully equipped with Montessori materials. The Liberal and Civic Studies Program undergraduate major includes a minor in Montessori thought, which offers courses from the Certificate Program leading to early childhood or elementary certification by the American Montessori Society. This coursework prepares the student for career opportunities in a variety of early educational settings. It is a prerequisite to the paid internship which takes place at the graduate level and leads to the awarding of international certification. Programs must be planned with the coordinator of Montessori Education Programs and the Liberal and Civic Studies advisor. No specific majors or examinations are required for Montessori certification. Courses for the Montessori thought minor may be selected, in consultation with the student's advisor and the Montessori Education coordinator, from among the following courses:

**EDUC 119, Field Experience in Early Childhood, Child in the Family and Community**  
**EDUC 144, Cognitive Development**  
**ECE 163, Mathematics: Conceptual Learning**  
**MONT 161, Philosophical Perspectives**

## Curriculum Education

### ELECTIVES (.5 credits required)

ECE 165, Curriculum Foundations

ECE 164, Language and Reading Development

ECE 131, Positive Discipline/ Classroom Management (.5)

ECE 167 and 168, Creative Arts I and II (.25 each)

MONT 111, Field Experience (.25)

MONT 112, Field Experience (.25)

The School of Education publishes a separate bulletin for its graduate programs. Write School of Education, Saint Mary's College of California, P.O. Box 4350, Moraga, CA 94575-4350, or phone (925) 631-4700.

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## C O U R S E S

### LOWER DIVISION

#### **EDUC 30 Foundations of Academic Achievement I (.5)**

A three-week summer residential program that provides entering students with an academic, social and motivational orientation to life at Saint Mary's College. In a series of "info-searches," students discover the resources for solving day-to-day student problems. Instructors emphasize the keys to academic success: good note-taking, test-taking, vocabulary-building, essay-writing, and informal public-speaking skills.

#### **EDUC 31 Foundations of Academic Achievement II (.25)**

Designed to help first-year students develop specific skills necessary for a successful college experience, this course is specially tailored to the needs of High Potential Program students. It is a sequel to the summer orientation program. During weekly sessions, students discuss the importance of time management, communication skills (oral and written), reading comprehension, critical thinking, interpersonal skills, and self-esteem development. *Prerequisite:* EDUC 30.

#### **EDUC 32 Foundations of Academic Achievement III (.25)**

The course addresses a number of skills college students, particularly those from "under-represented" populations, tend to overlook when pursuing an advanced degree, e.g., composing an effective résumé and cover letter and developing interview and other job-related skills. The course text follows the journey of a student of color who experiences personal and professional success at a predominantly white middle-class institution. Students submit an expository essay in the form of a personal assessment of their first-year experience at SMC. *Prerequisite:* EDUC 31.

#### **EDUC 40 College Survival 101 (.25)**

Many students begin college with unclear assumptions about what it takes to be successful. This course encourages freshmen and first-year transfer students to undertake the journey of learning more about themselves as students in the classroom, as student leaders, as individuals adjusting to residential living with a diverse student body. Weekly discussions focus on helping freshmen to better understand the learning process and to acquire the basic academic survival skills that are key to mastery of the college experience. Readings, journal writing and field trips required.

### **EDUC 119 Child, Family, Community–**

#### **A Field Experience in Early Childhood (1)**

This class offers an opportunity for undergraduates to work with young children (third grade and below) in a school or early childhood setting. Seminar discussions focus on your future role as parents, public policy makers and educators. In addition to future considerations you will be facing, the course provides an introduction to the teaching and childcare profession and also satisfies the State of California Multiple Subject Credential requirement for fieldwork before entering credential programs. How various programs (Montessori, Conventional, etc.) address children's needs and parental responsibilities in making childcare choices are considered. This section satisfies the Children's Center Permit requirement for an ECE course on Child and the Family and Community.

### **EDUC 122 Field Experience in Education**

An opportunity for undergraduates interested in education to participate in a school or other education setting as tutors, aides, coaches, etc., depending on the students' interests and abilities. Students are responsible for arranging their own placements in the San Francisco Bay Area. Placements must be approved by the instructor. Course activities also include readings and seminar discussions pertinent to the education experience as well as completion of a journal and other written assignments.

### **EDUC 124 Introduction to Methods of Teaching**

#### **Mathematics and Science in the Elementary Schools (.25)**

Open to sophomore students in the Teachers for Tomorrow Program, this course builds on the students' experiences as math and science learners and their observations of children as learners. Using readings, activities and other assignments, the course introduces the student to how elementary school children's understanding of mathematics and science develops, and to the pedagogical implications of this developing understanding. The course also provides an overview of the content of the elementary mathematics and science curricula. Students enrolled in this course must be taking or have taken at least one required science course and the second required mathematics course during this term.

### **EDUC 144 Cognitive Development**

An in-depth study of theories and research in cognitive development, especially Piaget. Emphasis on the relation of intellectual development to the total development of the child. Required for the Montessori minor and AMS certification. Field trips, research, and observations required.

**EDUC 160–161 Resident Advisor Training (.25)**

A program of in-service education for resident advisors, providing theory and practical skills in procedural issues, emergency and first-aid techniques, paraprofessional counseling and crisis intervention skills, alcohol and drug abuse, and other pertinent matters. Combined with practical experience in residential living. Open only to current resident advisors.

**EDUC 162–163 Advanced Resident Advisor Training (.25)**

A continuation of the resident advisors in-service education program providing for further skill development and exploration of relevant issues associated with the position. An integration of student developmental theory, paraprofessional student affairs and counseling skills, and personal growth opportunities through training and practical experience in residential living. Open only to current resident advisors who have completed one year of experience and EDUC 160, 161.

**EDUC 173 Interpersonal Communication for the Healthcare Provider**

This course introduces students to Robert Carkhuff's Human Resources Development Model, and focuses on specific interpersonal helping skills that have shown to result in positive client relationships. Application of this model to divergent cultures and lifestyles is emphasized. The course uses experiential learning activities, lecture and discussion.

**EDUC 197 Special Study**

An independent study or research course for the undergraduate whose needs are not met by the other courses in the curriculum. Requires submission of a proposal, acceptance of supervision responsibilities by a School of Education instructor and approval of the dean. Montessori Thought (Leads to Montessori Teaching Certificate Program).

**ECE 131 Positive Discipline and Classroom Management (.5)**

Understanding and implementing positive techniques leading to self-discipline on the part of the child. Introduction to professional responsibilities and classroom management techniques based on Montessori, Wood, Clark, and other theorists. Field work and seminars.

**ECE 159 Practical Life Curriculum (1)**

Understanding the philosophical and theoretical foundations of the Montessori practical life curriculum and its relation to fostering independence, responsibility, and self-esteem. Preparing the environment and creating materials. The value of task analysis in creating curriculum. (See ECE 165)

**ECE 160 Conceptual Curriculum (1)**

Understanding the philosophical and theoretical foundations of sensorial, concrete experiential learning using the Montessori sensorial curriculum. Providing keys to the understanding of concepts through the use of concrete representations of abstractions. The Aristotelian discarding of matter by means of the Three-Period Lesson. (See ECE 265)

**ECE 163 Mathematics: Conceptual Learning**

Montessori mathematical materials, their function, and use in the child's learning experience with emphasis on conceptual learning through self-discovery. Progression from the concrete to the abstract with comparison to current mathematical methodologies. Relating the materials to their theoretical structures and the development of logicomathematical thought.

**ECE 164 Language and Reading Development**

Theories of language acquisition; development of oral and symbolic language; and the integration of reading theories with contemporary educational thought. Comprehensive review including the use of the language experience approach, phonics and linguistic approaches to the development of pre-reading, reading, and writing skills and the role of multicultural literature in promoting inclusive classrooms. (Emphasis on writing-to-read progression.) Montessori language materials, their function and use in child learning experience.

**ECE 165 Curriculum Foundations**

Understanding the philosophical and theoretical foundations of practical life and sensorial curriculum. The importance of teaching daily living skills to foster independence and responsibility and education of the senses as basis for future abstract learning. *Note: This course combines course components of ECE 159 and ECE 160, for 1 credit each, if taken separately.*

**ECE 166 Study of the Sciences: Natural, Physical and Social (1)**

An integration of Montessori curriculum areas within the study of the natural and social sciences: physical and political geography, geology, physics, astronomy, history, peoples of the world, zoology, and botany. Multicultural and ecological issues are emphasized within the context of the inter-relatedness of all of life.

**ECE 167 Creative Arts I (.25)**

Integrating musical experiences, including increasing auditory awareness and discrimination, and rhythmic movement activities into the total environment.

**ECE 168 Creative Arts II (.25)**

Facilitation of children's creative explorations in visual, graphic and manipulative art experiences using a wide variety of media. Includes application of Montessori philosophy and methodology in the art curriculum.

## Curriculum Education

### **MONT 111 Advanced Field Observations in Early Childhood Education (.25)**

Development of observation skills and an introduction to a variety of children's environments. Observations in various settings (public and private, infant/toddler, ECE and elementary school programs, day care, and child care centers, etc.) Exploration of skills and techniques of observation and descriptive, analytical reporting. Fieldwork and seminar required.

### **MONT 112 Advanced Field Observations in Early Childhood Education (.25)**

Development of observation skills and an introduction to a variety of children's environments. Observations in various settings (public and private, infant/toddler, ECE and elementary school programs, day care, and child care centers, etc.) Exploration of skills and techniques of observation and descriptive, analytical reporting. Fieldwork and seminar required.

### **MONT 161 Montessori Philosophy in a Cultural Context (1)**

This course examines the philosophical foundations of Montessori education in a developmental context and within the further context of the family and the community. Along with, and embedded in the Montessori philosophy, students will consider the psychology of parenting practices, parent-teacher relationships, locating community and professional resources and the critical value of full inclusion.

### **CROSS CULTURAL PROGRAMS**

#### **CLAD 510 Lecto-Escritura for the Bilingual Child**

The course covers instructional delivery in bilingual classrooms, methodology for the teaching of reading and writing in Spanish, and factors to consider in the selection of materials for instruction and assessment. Course prepares teachers for BCLAD Test 4.

#### **CLAD 520 Latino Origins and Heritage**

A literature-based course focusing on the origin and heritage of Latinos. An examination of the social, religious, and political values of the culture and the similarities and differences between Latin American nations. Cross-listed with **Spanish 161**.

## **EDUCATION**

### **EDUC 210 Learning, Development and Cognition in a Social Context**

Psychological principles and major learning theories applied in education and counseling. Stages of growth focusing on biological, psychological, and social development, and education of the whole child. Synthesis of affective and cognitive perspectives, right/ left hemisphere brain function, language development and interaction, and sex-role socialization from birth through adult phases. Developmental issues and their effects on individuals and families in schools and marriage, family, child counseling settings. (Separate sections are given for Multiple and Single Subject Credential programs.)

## **ELEMENTARY EDUCATION**

### **(MULTIPLE SUBJECT CLAD EMPHASIS)**

#### **ELCD 253 Teaching Reading in Elementary Schools**

Current theories and methods of teaching reading in elementary schools. Development of reading curriculum. Emphasis on scope and sequence of instruction and its evaluation. Application to diverse cultural communities. 35 hours plus field visits.

#### **ELCD 345 Curriculum and Instruction: Social Science and the Humanities**

Methods and curriculum with social science emphasis for the self-contained classroom, including cross-cultural teaching, group process, integrated curriculum, classroom management, creating learning environments, critical thinking and planning. Development of integrated thematic curriculum.

#### **ELCD 410 Culture/Equity and Language/Equity**

This course covers the nature of culture, ways to learn about students' cultures and ways teachers can use cultural knowledge to enhance student learning. Cultural contact and cultural and linguistic diversity in California and the United States are examined. A major focus is the role of languages within the classroom and school in relation to learning, and the impact of these on issues of equity, self-esteem and empowerment. Historical perspectives and social issues are explored in relation to issues of power and status as they are manifested in the classroom and school culture.